



UKS2 Activity Pack				
Subject	Activity	National Curriculum Links	Resource location	Further ideas/Activities
Science	The woodland habitat - Drawing and labelling woodland habitat.	<p>Year 6 programme of study Living things and their habitats Pupils should be taught to:</p> <ul style="list-style-type: none"> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics <p>Notes and guidance (non-statutory) Pupils should build on their learning about grouping living things in year 4 by looking at the classification system in more detail. They should be introduced to the idea that broad groupings, such as micro-organisms, plants and animals can be subdivided. Through direct observations where possible, they should classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals). They should discuss reasons why living things are placed in one group and not another.</p>	PMBB	Barn owl webcam Somerset Wildlife Trust Facts about fungi National Trust National Trust Forest bathing Mindfulness National Trust Wildlife: Naturally Diverse Dartmoor Habitats Dartmoor Basic factsheets Dartmoor Education Guide Hire Dartmoor Introduction for educators to our learning resource - National Parks Exmoor - Free Posters etc (exmoor-nationalpark.gov.uk) What to take to the forest pre-visit resource: KS2 Forestry England Temperate forest lesson plan Forestry England
	Parts of a pine marten - Labelling the parts of a pine marten and understanding how has it adapted to its environment.	<p>Year 6 programme of study Evolution and inheritance Pupils should be taught to:</p> <ul style="list-style-type: none"> recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution <p>Notes and guidance (non-statutory) They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, labradors are crossed with poodles. They should also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example, by exploring how giraffes' necks got longer, or the development of insulating fur on the arctic fox</p>	PMBB	Year 6: Evolution and inheritance STEM
	Pine marten food web- Images provide	<p>Revision: Year 4 programme of study Animals, including humans Pupils should be taught to:</p> <ul style="list-style-type: none"> construct and interpret a variety of food chains, identifying producers, predators and prey <p>Year 6 programme of study Living things and their habitats Pupils should be taught to:</p>	PMBB	Interdependence in Food Webs Outdoor Lesson Idea by Learning through Landscapes (ltl.org.uk)



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		<ul style="list-style-type: none"> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics 		
Prints and poo	<p>Revision Year 3 programme of study Animals, including humans Pupils should be taught to:</p> <ul style="list-style-type: none"> identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat <p>Year 6 programme of study Living things and their habitats Pupils should be taught to:</p> <ul style="list-style-type: none"> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics 	PMBB	<p>Poo Dunit Wildlife Watch</p> <p>Animal Tracks - Prints and Poo ID for Kids - Woodland Trust</p> <p>Outdoor Lessons Animal Track Trap Learning through Landscapes (ltl.org.uk)</p>	
Pine marten life cycle- Reproduction & gestation period	<p>Year 5 programme of study Living things and their habitats Pupils should be taught to:</p> <ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals <p>Notes and guidance (non-statutory) Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment.</p> <p>Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.</p> <p>Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences.</p> <p>Animals, including humans Notes and guidance (non-statutory) Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans.</p>	PMBB	<p>https://www.stem.org.uk/resources/elibrary/resource/32881/turtle-life-cycle</p> <p>https://www.stem.org.uk/resources/elibrary/resource/520328/superpillars-assemble-activity-2-life-cycle-moths-and-butterflies</p> <p>https://www.stem.org.uk/resources/elibrary/resource/459604/illustrating-life-cycles</p>	



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	ID Sheets for trees & woodland species	<p>Year 6 programme of study Living things and their habitats Pupils should be taught to:</p> <ul style="list-style-type: none"> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics <p>Notes and guidance (non-statutory) Pupils should build on their learning about grouping living things in year 4 by looking at the classification system in more detail. They should be introduced to the idea that broad groupings, such as micro-organisms, plants and animals can be subdivided. Through direct observations where possible, they should classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals). They should discuss reasons why living things are placed in one group and not another</p>	Woodland Trust The Wildlife Trusts- Wildlife Watch	Leaf Slides - Learning through Landscapes (Itl.org.uk) Outdoor Lessons Forest Bathing Learning through Landscapes (Itl.org.uk) Natural Nations - Learning through Landscapes (Itl.org.uk) Guide to UK trees: photos and descriptions National Trust Seed dispersal types LtL Blindfolded Exploring - Learning through Landscapes (Itl.org.uk) Tree identification posters Forestry England Wildlife spotter guide activity sheet Forestry England
	Quiz	This is a review of all the NC links taught throughout the activities.		Quizzes Wildlife Watch
English	Species reintroduction - non-fiction comprehension fact sheet with questions	<p>Years 5 and 6 programme of study Reading – comprehension Statutory requirements Pupils should be taught to:</p> <ul style="list-style-type: none"> maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes retrieve, record and present information from non-fiction participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views. 	PMBB	Pine Marten Recovery Projects – The Vincent Wildlife Trust (vwt.org.uk) The Vincent Wildlife Trust (vimeo.com) Project Pine Marten Gloucestershire Wildlife Trust Pine marten reintroduction feasibility study - Vlog 1. - YouTube Bringing back pine martens Devon Wildlife Trust
	Pine martens - non-fiction comprehension fact sheet and questions	<p>Years 5 and 6 programme of study Reading – comprehension Statutory requirements Pupils should be taught to:</p> <ul style="list-style-type: none"> maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes retrieve, record and present information from non-fiction participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views. 	PMBB	Pine Marten (Martes martes) - Woodland Trust Pine marten The Wildlife Trusts About us - Science Journal for Kids and Teens Woodland Devon Wildlife Trust Wet woodland Somerset Wildlife Trust



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	Pine marten vocabulary and word list for non-fiction writing	<p>Years 5 and 6 programme of study Writing – composition Statutory requirements Pupils should be taught to:</p> <ul style="list-style-type: none"> • plan their writing by: <ul style="list-style-type: none"> -noting and developing initial ideas, drawing on reading and research where necessary • draft and write by: <ul style="list-style-type: none"> - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning 		<p>Meet the Pine Martens - Family-friendly online talk - YouTube</p> <p>Glossary of wildlife words Wildlife Watch</p>
	Writing a non-chronological report about the reintroduction of pine martens.	<p>Years 5 and 6 programme of study Writing – composition Statutory requirements Pupils should be taught to:</p> <ul style="list-style-type: none"> • plan their writing by: <ul style="list-style-type: none"> - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary • draft and write by: <ul style="list-style-type: none"> - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - précising longer passages - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] • evaluate and edit by: <ul style="list-style-type: none"> - assessing the effectiveness of their own and others’ writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register - proof-read for spelling and punctuation errors 	PMBB	<p>How to make a Nature Journal Devon Wildlife Trust</p>
Art/DI	How to build an insect hotel. Pupils could go onto design their own insect hotel using the ‘Design, Make, Evaluate’ process.	<p>DI Key stage 2 When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p>		<p>KS2-Designing for sustainability and the environment STEM</p> <p>Natural materials - structures lesson plan Forestry England</p>





		<ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures 		
How to draw a pine marten- Power Point & Worksheet.	<p>Art</p> <p>Aims The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> produce creative work, exploring their ideas and recording their experiences become proficient in drawing, painting, sculpture and other art, craft and design techniques evaluate and analyse creative works using the language of art, craft and design <p>Key stage 2 Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	PMBB	Natural materials - forest art lesson plan Forestry England	
Design a woodland themed face mask.	<p>DT</p> <p>Key stage 2</p> <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures 	PMBB	GLOW-WORM-RGB.jpg (3508x2480)(wildlifewatch.org.uk) ECO-CRACKERS-RGB.jpg (3508x2480)(wildlifewatch.org.uk)	
Design a woodland animal finger puppet or sock puppet.	<p>DT</p> <p>Key stage 2</p> <p>When designing and making, pupils should be taught to:</p> <p>Design</p>	PMBB	CUTLERY-POCKET-RGB.jpg (3508x2480)(wildlifewatch.org.uk) NATURAL-DYES-RGB.jpg (3508x2480)(wildlifewatch.org.uk) POND-DIPPING-NET-RGB.jpg (3508x2480)(wildlifewatch.org.uk)	





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